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non-academically minded pupils of Walpole High school

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THE CONSTRUCTION AND APPLICATION OF A FOUR-YEAR COURSE FOR NON-ACADEMICALLY MINDED PUPILS OF WALPOLE HIGH SCHOOL

Submitted by

Arthur C. Jones

(B.S.Ed., Boston University, 1931)

In partial fulfillment of requirements for

the degree of Master of Education

1938

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Chapter I

DEVELOPMENT OF THE PROBLEM IN WALPOLE

This study began in 1933. In the years immediately preceding, the High School enrollment had increased steadily and rapidly. Table I shows that the increase amounted to somewhat more than one classroom per year on the average. The 1933 enrollment was 65% greater than that of 1924. The Table also shows the trend toward longer stay in High School. It will be noted that the Ninth Grade of 1928 with an enrollment of 128 had only 84 members in 1931, the Senior year. This shows a mortality of 44, approximately one-third of the original enrollment. Only two years later, in 1930, the trend had become noticeable. The Ninth Grade of 1930, with an enrollment of 142, had 114 members in 1933, the Senior year. This is a loss of 28, approximately 20%.

Due to Federal regulations promulgated under the National Recovery Act, no work permits were issued from the Office of the Superintendent of Schools in 1933. Industry was not absorbing youthful workers. Most pupils who formerly would have withdrawn from school to go to work now remained

TABLE I. GROWTH OF HIGH SCHOOL ENROLLMENT

	Grades						
Year	9	10	11	12	P.G.	Total	Increase
1924	100	80	64	74	7	325	
1925	116	89	64	50	2	321	
1926	98	99	66	62	3	328	7
1927	114	100	85	57	2	358	20
1928	128	108	87	68	1	392	34
1929	129	108	90	72	2	401	9
1930	142	125	92	79	2	440	39
1931	146	131	110	84	1	472	32
1932	152	141	116	94	8	511	39
1933	151	153	114	114	5	537	28

in school. Indications pointed toward a time not far in the future when the school would have to take care of all boys and girls right through to completion of the fourth year of High School.

In 1914, according to the statements of the pupils themselves, approximately two-thirds of all the pupils enrolled in Walpole High School were definitely preparing for college while one-third were not. In 1926, judging from the Courses elected, the reverse was true; approximately one-third of all pupils enrolled were preparing for college, while two-thirds were not. No specific figures are available for the year 1914, but in 1926, thirty-two of the ninety-eight pipils who enrolled in the Freshman Class elected the College Preparatory Course.

Prior to 1927, our High School Curriculum offered three four-year Courses,

College Preparatory

Commercial

General

The nature of the first two is obvious. The General Course served as the refuge of pupils who could not or would not do satisfactory work in either of the other two. It had little else to recommend it.

In 1927, two four-year Courses were added to the Program of Studies. These were a Practical Arts Course for boys and a Household Arts Course for girls. From the first, these Courses proved to be most helpful additions. Boys and girls elected these Courses, followed them for four years, and received the School's Diploma. We feel confident that a large proportion of the pupils who have elected these Courses would not have been able to successfully carry-on to the point of graduation if these Courses had not been available.

The addition of these two Courses increased the number of Courses to five. The College Preparatory and Commercial Courses continued to serve their purpose. The two new Courses provided opportunities which had not been available before. The General Course had never been popular, but with the increased enrollment, more and more pupils elected it or were steered into it by faculty advisers.

With the increased enrollment, the relative number of pupils disinterested in our traditional offerings was probably no greater than in past years, but numerically the increase was serious.

Table II shows that out of a total membership of 537 in 1933-34, ninety-two were enrolled in the General Course.

TABLE II. ENROLLMENT IN COURSES, 1933-34.

Courses	Grades 9	10	11	12	Totals
Commercial	60	66	54	33	213
General	18	18	21	35	92
Household Arts	7	6	4	9	26
Practical Arts	24	18	13	6	61
Preparatory	38	44	33	30	145
Totals	145	152	125	113	537

Note: Thirty-seven girls taking other Courses voluntarily attended an after-school class in Household Arts because they desired it.

In 1933, our enrollment included more types of pupils than these Courses could care for satisfactorily. The General Course, in particular, proved to be inadequate. The Required Subjects listed under the General Course, English, Community Civics, and United States History, were identical in content with the same subjects listed under the other Courses. The flexibility of the General Course as indicated under Electives was more apparent than real. A pupil might elect any subject listed in any other Course, but having elected it, he was faced with subject matter and teaching methods appropriate to that Course but not necessarily suited to his capacities or needs.

In June 1933, one Grammar School Principal sent to High School fifteen boys whose ages ranged from fifteen to eighteen years. They had not earned a promotion from the Eighth Grade but were sent on for these reasons:

a. They were already overage for Grade Eight.

b. They were physically large and would have looked decidedly out of place if kept longer in the Eighth Grade.

c. The Grammar School Principal felt that they would profit little by repeating the Grade.

The educational background of these fifteen boys revealed a serious situation.

Pupil A. Age, 15-0 I.Q. 81

He had repeated Grade 6, and in the 8th Grade had failed in Arithmetic and Reading.

Pupil B. Age, 15-8

He had repeated the 4th and 8th Grades, and in his second year in Grade 8 had failed all subjects, with an unsatisfactory rating in Attitude.

Pupil C. Age, 16-0

He had repeated the 4th and 6th Grades, and in the 8th Grade had failed in Arithmetic, Geography, History and Reading.

Pupil D. Age, 15-4

He had repeated the 1st and 4th Grades, and in the 8th Grade had failed in Geography and History.

Pupil E. Age, 15-5 I.Q. 89

He had repeated the 5th Grade, and in the 8th Grade had failed in English.

Pupil F. Age, 17-2

He had repeated the 1st, 3rd and 7th Grades, and in the 8th Grade he had

failed in Reading.

Pupil G. Age, 15-1 I.Q. 100

He had repeated the 8th Grade and had failed all subjects in the second year's attempt.

Pupil H. Age, 16-6

He had repeated the 4th and 7th Grades, and in the 8th Grade had failed in Reading, Arithmetic and English.

Pupil I. Age, 15-9 I.Q. 82

He had repeated the 6th Grade, and in the 8th Grade had failed in all subjects.

Pupil J. Age, 16-9 I.Q. 104

He had repeated the 4th and 6th Grades, and in the 8th Grade had failed in Reading, Arithmetic and English.

Pupil K. Age, 16-9

He had repeated the 1st and 6th Grades, and in the 8th Grade had failed in Reading, Arithmetic, English and Science.

Pupil L. Age, 15-7

He had repeated the 2nd Grade, and in the 8th Grade had failed in Geography and History.

Pupil M. Age, 17-3

He had repeated the 1st, 4th and 7th Grades, and in the 8th Grade had failed in Arithmetic and English.

Pupil N. Age, 17-10 I.Q. 80

He had repeated the 2nd, 3rd and 7th Grades, and in the 8th Grade had failed in English, History and Spelling.

Pupil O. Age, 16-4 I.Q. 114

He had repeated the 7th Grade, and in the 8th Grade had failed in Arithmetic, Geography, History and Drawing.

Intelligence Quotients which appear opposite certain of these names were secured by use of the Stanford Revision of the Binet-Simon Tests.

TABLE III. SHOWING HOW MANY OF THESE FIFTEEN BOYS HAD REPEATED THE DIFFERENT ELEMENTARY GRADES.

Grades	I	II	III	IV	V	VI	VII	VIII
Number	4	2	2	6	1	5	4	2

All of these boys had repeated at least one grade; some had repeated two or three. The Intelligence Quotients insofar as they were known to the Principal ranged from 80 to 114. Since all of these boys were born in Walpole and had attended Walpole Schools continuously, foreign language difficulty probably cannot account in any great measure for the retardation.

This study in Retardation of a selected group led to the figures contained in Table IV. This Table shows that in the whole High School in September 1933, 103 pupils of the 537 enrolled had been retarded one or more times during their progress through the eight grades of the elementary school. Thirty-seven Freshmen of that year had Intelligence Quotients below 90.

It had become increasingly apparent that we were confronted with the fact of increasing enrollment, longer stay in school, and an increasing number of pupils for whom our Curricula offerings were unsuited.

We decided to discard the General Course and to construct an entirely new four-year Course for the type of pupils to whom constant reference has been made.

TABLE IV. RETARDATION. PUPILS IN EACH OF THE FOUR YEARS OF HIGH SCHOOL WHO HAD BEEN RETARDED ONE OR MORE YEARS BEFORE ENTERING THE FRESHMAN CLASS.

	1yr.	2yrs.	3yrs.	4yrs.	Total
Freshmen	15	12	4	2	33
Sophomores	10	8	1	0	19
Juniors	18	5	2	0	25
Seniors	15	5	2	4	26
Totals	58	30	9	6	103

SUMMARY

1. The High School enrollment increased 65% in the ten-year period ending in 1933.
2. Many pupils of lesser mental ability were remaining in school for a larger number of years. Industrial conditions made it impossible for pupils of their ages to find work.
3. The existing Courses served the purposes for which they were created, but were inadequate to care for the new group represented in the increased enrollment.
4. Many pupils who had been retarded one or more years were included in the increase.

5. A decision to construct a four-year Course suited to the abilities, interests and needs of this group was reached.

CHAPTER II

THE RELATION OF EXPERT OPINION ON CURRICULUM CONSTRUCTION TO THE CONSTRUCTION OF A CIVIC ARTS COURSE

Before beginning the construction of a new four-year Curriculum, a study of the writings of noted authors in the field of Curriculum Revision was undertaken. This was done with the feeling that somewhere a similar piece of work had probably been done and followed through to the point where valid conclusions were available. When such construction and conclusions appeared to be applicable to our problem, our work would be made easier by using just those features which actual use had proven helpful.

This study immediately made clear to us that an enormous amount of curriculum revision was taking place all over the country. In 1926, Rugg and Counts wrote:

> "A nation-wide movement for the study and revision of the school curriculum is under way. As never before in our educational history, the problem of the selection and organization of pupil activities and the materials of instruction is engaging the thought of schoolmen. The reasons for this movement are many. The growth of American civilization, fundamental changes in the social order, the extension of the period of compulsory educa-

tion, and the unprecedented expansion of secondary and higher education have all made necessary the reshaping of school programs." 1/

The methods used in making revisions appear to have been of four general types:

1. Revision of old courses.
2. Building from the ground up.
3. Adaptation of State Courses.
4. Continuous Revision.

An idea of the popularity and frequency of some of these methods may be gained from Table V. 2/

TABLE V. NUMBER OF SCHOOLS INDICATING CERTAIN POINTS OF DEPARTURE FROM WHICH REVISION PROCEEDED.

	Number of schools
1. Revision of old course	62
2. Building from the ground up	49
3. Adaptation of State Courses	8

1/ Harold Rugg and George Counts, A Critical Appraisal of Current Methods of Curriculum Making, 26th Yearbook, National Society for the Study of Education, Part I,p425

2/ Procedures in Curriculum Making, National Survey of Secondary Schools, No. 18, p11.

In 1932, a total of 1921 courses of study in individual subject fields were reported as undergoing revision, and Table VI is indicative of the number of subjects involved as well as the frequency with which each was being revised. 1/

TABLE VI. NUMBER OF SCHOOLS REPORTING CURRICULUM REVISION IN CERTAIN SUBJECT FIELDS, COMPLETED AND IN PROGRESS.

Subject field	Completed	In Progress	Total
English	69	52	121
Social Studies	52	48	100
Mathematics	63	48	111
Latin	45	25	70
French	35	23	58
German	20	11	31
Italian	2	1	3
Spanish	37	15	52
Science	51	42	93
Physical Education	43	51	94
Art	29	25	54
Music	26	26	52
Commerce	55	33	88
Industrial Arts	36	37	73
Home Economics	44	32	76
Other	4	9	13
Totals	611	478	1089

1/ Procedures in Curriculum Making, op. cit. pp8-9.

In 1926, data from 90 cities showed the relative importance which was being accorded, in the minds of those charged with the work of revision, to the different subjects. This had a more direct bearing on our problem. 1/

TABLE VII. SUBJECTS ADDED TO, AND DROPPED FROM, THE PROGRAM OF STUDIES OF THE SENIOR HIGH SCHOOL DURING THE LAST FIVE YEARS

Subject matter	Times Added	Times Dropped
Social Science	71	19
Commercial Subjects	64	15
Industrial Arts	47	9
Home Economics	23	1
English	21	0
Music	14	1
Physical Education	12	0
Art	8	0
Natural Sciences	37	29
Mathematics	11	4
Agriculture	6	3
Normal	4	1
Ancient Languages	1	11
Modern Languages	22	37
Totals	341	130

1/ Curriculum-Making, 26th Yearbook, Part I, op. cit. p129.

Curriculum Building for Pupils of Different Levels of Ability.

"Modern high schools are solving this problem along different lines. The first is the elective plan. In its pure form, which is seldom found in real practice, the pupil chooses from the wide offerings of the high school the particular units of work which he desires. Curriculum specialists rather generally agree today that complete election of subjects by pupils brings far from ideal results. They lack judgment in selecting a well-rounded, coherent course.

"A second plan of meeting individual differences is that of parallel curriculums. This plan seeks to develop a series of well-rounded curriculums designed to meet the needs of individuals of varying aptitudes and interests.

"A modification of this plan has been suggested by Dr. Snedden. He advocates the building of curriculums to fit the needs of 'case groups.' As a basis for building curriculums to fit these groups, he sets up this thesis:

'Since it is utterly impracticable to make a curriculum for individual pupils and utterly unpedagogical to prescribe the same courses for all, the only practical and helpful method is to offer and if necessary prescribe a plurality of curriculums for determinable groups of a size with economical administration and reasonably homogeneous in at least three respects--certain abilities, certain environing conditions and certain prospects.'" 1/

1/ Research Bulletin, National Education Association. September, 1929

In 1927, Davis cited these books on Curriculum making as well worth reading: 1/

Bobbitt:	Types of Curricula; The Curriculum and How to Make a Curriculum.
Bonser:	The Elementary School Curriculum.
Charters:	Curriculum Construction.
McMurray:	Curriculum Types of Organization.
Meriam:	Child Life and the Curriculum.

Davis recognized the relation of mental ability to curriculum making:

> "Differences in mental ability constitute perhaps the most outstanding characteristic to be noted among high school students. No longer, if such was ever the case, do the secondary schools enroll none but the intellectual elite. Today, mental abilities of nearly all sorts are to be found there.
> "But the inclusion in one institution of hordes of young people endowed with conspicuous differences in intellectual ability puts a heavy burden on the curriculum maker.
> "Strictly speaking, a different course of study should be formulated for each pupil. Obviously, this is economically, if not pedagogically, impossible. Hence, the curriculum maker is forced to consider groups of pupils." 2/

Revisions of Curricula and Construction of Curricula varied widely in their comprehensiveness. There were State revisions, city revisions and revisions

1/ Calvin O. Davis, Our Evolving High School Curriculum, p225.

2/ ibid, pp152-153.

which covered single schools. State revisions and revisions covering the whole of a city school system were not at all similar to the problem confronting us. Except for generalizations, we found comparatively little in the literature of the field which applied to our problem.

SUMMARY

1. A study of the literature in the field of Curriculum Construction was undertaken.
2. Revision of old curricula and construction of new curricula proved to be of nation-wide occurrence, and of about equal frequency.
3. Little that was written before 1932 provided specifically for the increasing number of pupils of lesser ability.

CHAPTER III

STUDY OF BIENNIAL REPORTS TO THE STATE DEPARTMENT OF EDUCATION

Before any attempt to formulate a new Curriculum was made, it was felt that an investigation into current practices elsewhere should be made. We wished to know what other high schools were offering, and whether they had taken definite steps to add to their Curricula any Courses or Subjects aimed to accomplish what we hoped to accomplish in our school. A study of the Biennial Reports made by all high schools of the Commonwealth to the State Department of Education appealed as a likely source of the desired information.

The Biennial Reports for the year 1932-33 placed the high schools of the Commonwealth in four groups according to their enrollments. Walpole High School was placed in Group II which contained all high schools having an enrollment between 500 and 1,000. The high schools of seventy towns were included in Group II.

Table VIII shows all the subjects offered in 1932-33, when the subject appeared among the offerings of five or more high schools. It shows the number of high schools offering each subject.

TABLE VIII

SUBJECTS OFFERED BY THE HIGH SCHOOLS OF SEVENTY TOWNS OF MASSACHUSETTS IN 1932-33 AS REPORTED TO THE STATE DEPARTMENT OF EDUCATION

Subject	Number of schools offering the Subject
English I	70
" II	70
" III	70
" IV	70
General Science	53
Biology	60
Chemistry	65
Physics	65
Botany	5
Physiology and Hygiene	15
Community Civics	49
World History	25
Ancient History	40
Medieval History	27
History to 1700 A.D.	21
History after 1700 A.D.	26
United States History and Civics	66
Problems of Democracy	33
Economics	32
Algebra I	70
Plane Geometry	70
Review of Mathematics	61
Solid Geometry	67
Trigonometry	63
Algebra II	21
Latin I	69
" II	69
" III	69
" IV	64
French I	70
" II	70
" III	70
" IV	9

TABLE VIII, continued

Subject	Number of schools offering the Subject
Spanish I	14
" II	10
German I	19
" II	18
" III	8
Physical Training	45
Choral Music	36
Cooking I	55
" II	39
" III	21
Sewing I	54
" II	38
" III	21
Business Practice	29
Bookkeeping I	68
" II	63
" III	19
Typewriting I	69
" II	69
" III	52
Stenography I	69
" II	69
" III	18
Secretarial Practice	7
Salesmanship	13
Office Practice	27
Commercial Arithmetic	39
Commercial Geography	47
Commercial Law	36
Mechanical Drawing	57
Woodworking	48
Printing	12

In our own Curricula, we were offering all the Subjects which appear in Table VIII with the exception of Spanish, German, Commercial Law and Printing. The information contained in Table VIII was illuminating but contained no specific suggestions.

A further study of the Biennial Reports showed that a variety of subjects were being offered in addition to those listed in Table VIII. These appear in Table IX.

TABLE IX

SUBJECTS NOT INCLUDED IN TABLE VIII AND OFFERED BY LESS THAN FIVE OF THE SEVENTY SCHOOLS IN GROUP II

Subject	Number of schools offering the Subject
Accounting	1
Aeronautics	1
Agriculture	3
Art Appreciation	3
Arts and Crafts	1
Automobile Repairing	2
Band	2
Business Organization	1
Clerical Practice	1
Commerce and Industry	1
Current History	1
Dietetics	1
Dramatics	1
General Chemistry	1
General Mathematics	1
General Shop	1
Horticulture	1
Household Management	4
Household Mathematics	1
Household Mechanics	1
Junior Business Training	3
Library Science	1
Markets and Sources	1
Metal Working	3
Office Appliances	2
Practical Chemistry	1
Practical Electricity	1
Public Speaking	2
Shop Mathematics	4
Vocational Mathematics	1
Vocations	1

Of the Subjects listed in Table IX, five may be classed as Commercial Course Subjects, four as Household Arts Subjects, and four as Practical Arts Subjects. Some, like Aeronautics, Agriculture, Automobile Repairing, Horticulture, Library Science, Metal Working and Office Appliances were ruled out immediately due to lack of facilities in our High School. It was impossible to obtain from the Biennial Reports any inkling of what subject matter was offered in any of these Subjects, but such titles as Art Appreciation, Dramatics, General Chemistry, General Mathematics, Practical Electricity and Public Speaking were selected as being suggestive, at least, of work which might be helpful to us in our building of a new Curriculum.

SUMMARY

1. Walpole High School was one of a group of seventy high schools in Massachusetts having an enrollment between 500 and 1,000.
2. There was, in 1932-33, considerable uniformity in the subject offerings in the seventy schools. Subjects commonly associated with preparation for college were offered in most schools. The basic subjects of commercial work and the subjects required by State Law were quite generally offered.

3. No marked trend toward a curriculum designed to provide suitable education for slow moving or disinterested pupils was noted.

CHAPTER IV

TREATMENT OF THE PROBLEM IN CERTAIN TOWNS IN 1933

In October 1933, The Massachusetts High School Principals' Association sent to all its members a circular letter, a part of which read:

> "The situation in our schools created by the economic depression of the past three years and by the rulings of the N.R.A., has directed special attention to that class of high school pupils of limited ability or of decidedly indifferent attitude who are either unable to profit by the type of Education usually offered in the schools or are unwilling to take advantage of those opportunities which are well within their grasp. Such pupils present one of the major problems, if not <u>the</u> major problem, of our overcrowded classes.
>
> "Tell us what effect the presence of this class has had on the rest of the school, what you have done in the way of curriculum adjustments to meet the needs of this indifferent group, what you have done in the way of regulation or elimination of such pupils, and give us any other information that is pertinent to the subject."

The request embodied in the second paragraph brought a variety of replies. Members of the Association were then informed regarding which high schools claimed to have undertaken something along the lines indicated. With this information, we visited a number of high schools, interviewed the Principals or super-

intendents, and discussed with them their Curricula. 1/

The following are illustrations of the facts found:

School A.

In addition to two College Preparatory Courses and two Commercial Courses, this high school offered a General Course. The innovations were a Citizenship Course in the Freshman year, a Civic Sociology Course in the Sophomore year and a World Relations Course in the Senior year. These were partially offset by the retention of a Required Algebra or Practical Arithmetic Course in the Freshman year. All the Electives were Courses regularly offered in the Preparatory and Commercial Courses.

School B.

This high school was offering for the first time a four-year Social Arts Curriculum. The new Required Courses were Junior Social Science in the Sophomore year and Senior Social Science in the Senior year. A wide variety of Electives was provided. These Electives included the Mathematics

1/ See Appendix B for list of towns.

and Foreign Languages offered in the College Preparatory Course, the Typewriting of the Commercial Course, the Cooking and Sewing of the Household Arts Course as well as Freehand and Mechanical Drawing.

School C.

This school offered a General Course in which the number of Required Subjects was reduced to the legal minimum of English and Physical Education in all four years, and one year of United States History. This left the pupils free to round out their programs by a choice from all the Electives offered in all the other Curricula.

School D.

This high school offered nine three-year Curricula, one of which was called the Citizenship Course. Its avowed purpose was to provide for pupils who did not desire to pursue their education in any one of the other eight Courses. An attempt had been made to work out a real offering of Required Subjects as indicated on the next page. A wide variety of traditional Electives was also offered.

Required Subjects in School D

Citizenship Course

Grade X	Grade XI	Grade XII
English	English	English
General History	U.S.History	Economics
Geography	Biology	Public Health
Physical Ed.	Physical Ed.	Physical Ed.

The heads of these schools stated that the work which they had done was wholly in the stage of experimentation and that none of the work had progressed far enough to permit of general conclusions. They said that conditions appeared to demand that something be done and that they had found few guide posts to help them.

SUMMARY

1. The Massachusetts High School Principals' Association attempted, in 1933, to ascertain what the high schools throughout the Commonwealth were doing to provide for the increasing number of pupils of lesser ability and for pupils not interested in the usual offerings.
2. A very small number of schools sent in specific suggestions or tentative Courses of Study.
3. Interviews with the heads of a limited number of

schools showed that some attempt was being made along this line through modification of existing Courses or through the addition of new materials.

CHAPTER V

ADJUSTMENT OF CONTENT AND SUBJECT MATTER TO THE NEEDS OF THE PUPILS

As one step in our preparation for the school year of 1934-35 which we had set upon for the start of our new Curriculum, we made a brief investigation, in the Spring of 1934, into the probable ability of the then Eighth Grade, insofar as it might be revealed by a group test of mental ability and by the judgment of the Grammar School teachers.

We chose the Terman Group Test of Mental Ability and administered it to the entire Eighth Grade of 120 pupils, and asked the teachers to place opposite each name two letters selected from the letters A, B, C, D and E, the marks customarily placed on our Report Cards, to indicate these two things respectively; first, the actual performance or achievement of the pupil in the Eighth Grade work, and second, the teacher's estimate of the pupil's ability to achieve success in the Freshman year of the Senior High School.

To show the type and arrangement of the information so secured, there is included in Table X a sampling of every tenth name arranged in descending order

of Intelligence Quotients. The ratings for the whole class will be found in Appendix C.

TABLE X. AGES, MENTAL AGES, INTELLIGENCE QUOTIENTS AND OPINIONS OF TEACHERS FOR EVERY TENTH PUPIL IN GRADE 8, 1933-34

Pupil	Actual Age	Mental Age	I.Q.	Achievement	Estimate for Grade 9
No. 10	13-6	15-2	112	B	C
No. 20	12-9	13-10	108	D	C
No. 30	13-9	14-7	106	B	B
No. 40	13-1	13-4	102	C	C
No. 50	13-2	13-0	100	C	C
No. 60	14-2	13-9	97	B	B
No. 70	13-11	12-9	92	D	D
No. 80	14-0	12-5	88	D	D
No. 90	14-6	12-5	86	C	D
No.100	14-9	11-9	80	C	C
No.110	15-5	11-11	77	C	D
No.120	16-2	8-4	52	E	E

This sampling would tend to indicate that nearly half of the Eighth Grade of that year had Intelligence Quotients below 90. The implications contained in this observation are borne out to a large extent by the tabulation for the whole class as found in Appendix C, We found that of the 120 pupils in the class, forty-two had Intelligence Quotients below 90. Of more serious nature was the finding that sixteen had Intelligence Quotients below 80. The same tabulation shows that thirty pupils received a rating of D for their Eighth Grade achievement. In estimating or attempting to forecast the probable success of these pupils in the Freshman year of High School, the same teachers rated forty-three pupils at D and one pupil at E, the latter mark meaning probable inability to do even passing work.

In the light of the Intelligence Test results, it seemed to us that these teachers might well have included the sixteen having Intelligence Quotients below 80 in the list of those for whom success would be unlikely.

We recognized the probable unreliability of results of a single group test, but felt that they were at least indicative of large groupings.

TEXTBOOKS AND WORKBOOKS

> "For the skill subjects in which careful scientific experimentation has been conducted over a number of years, a school system can do no better than adopt the best textbook available." 1/

Early in this study, we came to the conclusion that to a great extent the success or failure of a Civic Arts Curriculum for a group of slow moving pupils would hinge on the wise selection of textbooks. In order to get first-hand knowledge of the situation, we wrote this letter to twenty of the leading publishers of high school textbooks:

> Gentlemen:
>
> We are planning to make comprehensive changes in our High School Curricula for next year; this will include the addition of a four-year course for slow-moving pupils and will probably be of a Civic Social nature.
>
> The success of this undertaking will depend in large measure on the type of textbooks used. Easier texts than those commonly used will be necessary.
>
> If you publish texts which are of high school grade in name, but which are of Junior High School grade in content, I shall appreciate your assistance."

Fifty-two textbooks and workbooks were sent us for

1/ Harold Rugg and George S. Counts, 26th Yearbook, Society for the Study of Education, Part I, p445.

our consideration. We readily classified them as follows:

1	Geography
9	Histories
3	Arithmetics
7	Science
4	Vocations
5	Sociologies
1	Reading
8	English
7	Civics
7	Workbooks

An examination of these books led to these general conclusions:

1. The books were uniformly good.
2. Most of them were unsatisfactory for our needs. They were too difficult for the pupils whom we expected to be enrolled in our new Curriculum. To mention one specific case, the English texts were all written for College Preparatory work. 1/

Being specially interested in the citizenship training aspect, we made a detailed study of the seven texts in Civics. The following tabulation shows the relative importance attached by different authors to the different topics and the number of pages devoted to those topics.

1/ See Appendix D for names of books examined.

TABLE XI. TOPICS EMPHASIZED IN SEVEN

CIVICS TEXTBOOKS AND PAGES

DEVOTED TO EACH TOPIC

	1.	2.	3.	4.	5.	6.	7.
1. Citizenship		49	18	16	6	29	20
2. Education		29	41	26		27	24
3. Community Welfare	34	65			34	32	50
4. Constitution		Found in all books					
5. Government	94	98			88	83	89
6. Taxation	18	17			9		26
7. Planning		24			14	20	20
8. Political Parties	34	20			18		43
9. Recreation	20					30	45
10. Money	16				19		20
11. Transportation	22				12		27
12. Conservation		4			9	20	
13. Foreign Affairs		18				16	21
14. Mankind		16	34		14		
15. Careers			26	26			
16. Budgeting			18	40			
17. Savings			26	52			
18. Insurance			13	19			
19. Old Age Help			16	16			
20. Making a Living	24				19		
21. Capital and Labor	18				19		
22. Living Standards		36		16			
23. Industry		82				72	
24. Community Life	97				10		
25. Occupations		111					
26. Newspapers						13	
27. Inventions		41					
28. Character Building		19					1/

1/ See Appendix D for names of Civics Textbooks tabulated here.

Here again, we found that the books were excellent but that they were written for average pupils. They were too difficult, too voluminous, too technical for the group we were considering.

We decided to postpone temporarily any action looking to the selection of textbooks. Several publishers assured us that within a year or two books suitable to our needs would be on the market. As a temporary measure, it was agreed that the work for all classes in the Civic Arts Curriculum for the first year should be presented from workbooks and from teachers' notebooks. 'Some educators are inclined to think that the teacher is more important than the textbook when the total learning process is considered.'

CHAPTER VI

OBJECTIVES OF A CIVIC ARTS CURRICULUM

Our study and observation of the boys and girls most likely to come under the influence of the proposed Civic Arts Curriculum led us to consider their needs from several points of view:

First, their needs as indicated by their general level of ability.

Second, their needs as indicated by their present level in the social group.

Third, their needs for future employment.

Their ability to achieve and the nature of their more or less habitual performance has been pointed out in Chapter V.

A scientific research to discover, if possible, the economic and social level of the homes from which the pupils came would have been desirable but was impossible for financial and other reasons. We were influenced, however, by certain observations which we had made over a period of years. We had learned from observation and experience that an increasingly large group came from homes where adequate facilities for home study did not exist; that large numbers attended

the moving pictures one or more evenings each week; that large numbers spent many of their evenings congregating on street corners; that many others spent several evenings each week reading in the Public Library. This last observation was interesting from two angles. While they read much, they never took books home. Their reading was not confined to any one type. A possible implication was that these pupils might succeed if special topics for individual oral or written reports were assigned to them.

We came to the conclusion that we had no way of estimating either the nature or possibility of their future employment or life work. As already mentioned, the unemployment situation was becoming acute. It was becoming a commonly used expression to say that the school must prepare pupils to profit from an increased amount of leisure time.

As a result of our study and observation, we came to the conclusion that preparation for good citizenship must be the key-note of our proposed Curriculum. The Courses to be included must inculcate ideals and habits of good citizenship. They should educate for social adaptability and stimulate many and broad interests.

Dr. Butterfield had set up these Objectives of a Civic Curriculum: 1/

1. A Curriculum clearly defined; a separate organization. Not an emasculated College Preparatory Course. Not a dumping ground.
2. A Curriculum designed so that an ordinary pupil can carry it without severe mental strain. "Raising Standards" should not be considered.
3. All required work should be done in school.
4. Teachers should have had special training in guidance.

His suggested plan for the operation of a Civic Curriculum included the teaching of dancing and hobbies, the installation of facilities for training of automobile repairmen and beauticians.

We were not ready to follow such a plan. Funds for the introduction of new machinery of instruction were not available. Public opinion in a conservative community demanded that all boys and girls have book training. Tradition prescribed that the usual Subjects be available to all pupils. While public opinion decreed that Mathematics, for example, must be taught,

1/ Ernest W. Butterfield, Address, A Civic Curriculum, New England Superintendents' Association. Nov.17,1933.

it did not specify what Mathematics. This was the element in the situation which permitted us to set up our own Objectives for our Civic Arts Curriculum.

OBJECTIVES

1. Good school citizenship, as preparation for adult citizenship.
2. The subject matter of the Courses should be usable.
    a. It should train for intelligent participation in the social group.
    b. It should train in the collection of evidence before making decisions in social situations.
3. Development of broadmindedness and tolerant attitudes.
4. Development of ability to recognize propaganda.
    a. Ability to give impartial judgments.
    b. Ability to differentiate among the sources of information.
5. Curriculum to be free from influence of "College Requirements."
6. A Curriculum academic in nature, with access to Practical and Household Arts facilities.

CHAPTER VII

SUBJECT MATTER COURSES, NECESSARY TO MEET LEGAL REQUIREMENTS

English

This Subject seemed to merit our first consideration because of its important position in both school and adult life. Its teaching is a legal requirement in Massachusetts. 1/

It is common practice for four-year high schools to offer it as a required Subjects in all four years. 2/ It is everyday knowledge that practically all school children and adults use oral English daily; most of them read more or less; some of them write occasionally.

In our attempt to devise an English Curriculum for Civic Arts pupils, we decided on these steps in organization:

1. To offer English as a required Subjects in all four years. It was our desire to follow common practice in this respect and to preserve in so far as was possible the externals of our other

1/ General Laws, Chapter 71, Section 1.
2/ Biennial Reports of Massachusetts High Schools to State Department of Education, 1932-33.

Curricula.

2. To effect a vertical organization. In effect, we said to one of our teachers of English, "You have expressed a desire and a willingness to work with these Civic Arts pupils. It is our desire that you make plans with a view to having sole charge of the English work with these pupils for four consecutive years. Therefore, you will so prepare and so organize the work that the pupils may pass readily and logically from Freshman work to Sophomore work, and so on to graduation."

3. To maintain freedom in selection of content and in teaching methods. 1/

   These pupils should not be compelled to meet "Standards" in the usual sense of the word. College Requirements had no bearing on this problem. Our efforts should be toward offering work within the capabilities of the pupils.

Tentatively, we set up a single Aim or Objective, the training of the pupils to do better the things they would be doing anyway as pupils and as adults. We had in mind such activities as these:-

1/ Thomas H. Briggs, Curriculum Problems.p23,Section 7.

1. The reading and interpretation of newspapers and magazines.
2. Applying for positions.
3. Carrying on telephone conversations.
4. Introducing speakers to an audience.
5. Acting as chairman of a meeting.
6. Presenting motions, or speaking in meetings.

"An Experience Curriculum in English" was published in 1935, the first year in which our new Course was in operation. 1/

While this Curriculum was not prepared with the purpose of outlining work for Civic Arts pupils, we did find it helpful as a guide. It enabled us to check our procedures against the concensus of opinions of large numbers of teachers of English. Some of the basic principles seemed to fit our problem exactly. This was particularly true of the section dealing with Reading.

> "Experiences through Literature. First, the pupil should be given experiences that have intrinsic worth for him, now. No matter how much the story may thrill us sophistocated adults who make and teach the courses,-----, if it is beyond the intellectual and emotional range of our pupils,

1/ English Monograph No. 4, National Council of Teachers of English, 1935.

> we are worse than wasting time to attempt to impose it upon them.
> "But not all pupils in a class,------, are ready for the same experiences. The Course in Literature, perhaps more than any other, must be flexible so that the teacher may choose material to suit the personalities and the social situation in each class." 1/

The plan of work which was developed for the Freshman Year is in three major divisions, Oral English, Written English and Reading. The statement of facts which follows is the Course for 1937-38. This is made up of the work tried out in 1934-35, 1935-36, and 1936-37, with such modifications, additions and eliminations as were found necessary or desirable after actual usage.

ORAL ENGLISH.

We made it a requirement that at least one class period each week should be held in the Auditorium instead of in the regular classroom. Here, opportunity was afforded for training in the development of poise, of enunciation and of self-confidence. These devices or procedures were developed and followed throughout the year:

1. Introduction of speakers.
2. Chairmanship of a meeting.

1/ Op. cit., p18.

3. Presentation and acceptance of gifts.
4. Application for positions.
5. Telephone converaations.
6. Telling of personal experiences.
7. Taking part in short plays.

The attempt to develop voice, poise and self-confidence is here illustrated by describing a typical lesson based on the theme, "Introduction of Speakers."

The teacher and her class are seated at the rear of the Audtorium. All speaking from the stage must consequently be loud and clear enough to be readily comprehended throughout a large room.

Two pupils are seated on the stage. One, the chairman, rises, steps to the front of the stage and announces, "Friends, it gives me great pleasure to introduce to-day Edward White who will speak to us on the subject of "----------." He then bows across the stage to the other pupil who rises, steps to the front of the stage, recognizes the chairman, and says, "Ladies and Gentlemen, my talk to you is on the subject, "----------." He has then finished his allotted task and returns to his chair. The chairman then rises and says, "I am sure all of us have enjoyed Edward White's talk, and on behalf of the

class extend to him our thanks."

The actual remarks vary, of course, from time to time. In this exercise, the objective is not the delivery of a talk but training in the easy and natural conventional formalities. Within the space of a 45 minute class period, several pairs of pupils have an opportunity to take part in this exercise.

For another illustration, this is a description of a lesson based on the theme, "Presentation and Acceptance of Gifts."

Again, the teacher and the class are seated at the rear of the Auditorium and two pupils go to the stage. The latter stand facing each other and one says, "It is the custom for each graduating class to present to the School a gift. This year's class has chosen a plaque of Horace Mann as a fitting gift in honor of our first Commissioner of Education. The Class of 1938 takes great pleasure in presenting this to Walpole High School." The other pupil replies, "On behalf of the School, I accept this gift. The student body would have me express to the Class of 1938 our sincere thanks." With a nod to each other and a slight bow to the class, the pupils descend from the stage.

It is to be noted that the amount to be spoken has increased slightly. As the pupils increase their ability in this work, the procedure may be varied. Sometimes, the two pupils going to the stage are not informed as to the nature of the "gift" until they have reached the stage. The talks then become somewhat extemporaneous, with consequent training in thinking while facing an audience. We have been pleased to observe that when a pair consisting of a boy and a girl is sent to the stage, there is no longer any apparent confusion or embarrassment on the part of either of them.

Another important phase of Oral English is the giving of Reading and Library reports. These will be spoken of under the heading of Reading.

Special lessons have been based on the use of the unabridged dictionary. Sounds, diacritical marks as aids in pronunciation, spelling and definitions have been treated separately. It was found that interest was stimulated in this dry subject by first directing the pupils to words in the dictionary which are accompanied by pictures or diagrams.

Correctice work having to do with mis-pronunciations, common grammatical errors, and personal eccen-

tricities such as repeated use of "er" and "um" was found easiest of accomplishment when the pupil who had been speaking remained standing and asked for helpful criticisms from the class.

Before the end of the Freshman Year, about one-half of the members of the class can and will respond satisfactorily to this direction from the teacher, "John, you will now step to the front of the room and talk extemporaneously for two minutes on the topic, "----------."

WRITTEN ENGLISH

Short daily spelling lessons became a regular part of the written work. This was designed not merely to improve written spelling but also to improve the pupil's vocabulary. The spelling words were taken from several sources. Words found misspelled in other written work and words selected by the teacher and pupils from their class reading selections were of most frequent use.

Training has been given in the writing of letters. This has had little appeal, but sufficient work has been given to enable them to prepare in correct form such business letters as they are likely to have use for. In so far as any liking has been expressed,

the boys prefer to write business letters and the girls the so-called friendly letter.

Very brief daily written reports on home reading have been required. This will be referred to again under the heading of Reading.

READING

To distinguish between the different types of reading materials, we have adopted the terms used in "An Experience Curriculum in English." 1/

1. Informational Reading.
2. Problem Reading.
3. Reading for Report.
4. Reference Reading.

1. Informational Reading.

Interest was stimulated at the beginning through an appeal to curiosity. Pupils were asked to read the local newspaper and to look for local personal items, progress of sports favorites, advertising novelties, and comics. The next step was to get pupils to enlarge their reading horizon by daily cursory reading of metropolitan newspapers and such popular magazines as the Readers Digest.

1/ Op. cit., pp101-105.

2. Problem Reading.

So far, this form of reading has dealt chiefly with magazines which give directions for making things, such as model airplanes and dresses.

3. Reading for Report.

This type of reading has played a most important part in the reading program. At the outset, we had little hope or expectation that we would be able to get these pupils to do much outside reading, much less make acceptable oral or written reports on that reading. We found, however, that this was the one form of reading that they could and would do.

As a preliminary step, several recitation periods were devoted to training in the proper study of these features:

a. Table of Contents and Index.

b. Preface and Introduction. Ways in which these may be helpful.

c. Getting the central idea.

d. Associating newly found ideas with facts already a part of the pupil's knowledge.

A program of topics and assignments for outside reading for subsequent report to the class was worked out. The World Book Encyclopedia appealed to these pupils because it is profusely illustrated and easily understood. It abounds in biographical material which lends itself to reading reports. To insure constant effort, the program of assignments for outside reading was worked out on a calendar basis. The September assignments are given below; assignments for the other months appear in the Appendix.

September Assignments.		World Book Encyclopedia.	
Jane Addams	p 35	James F. Cooper	p1661
Alexander	p 199	Queen Elizabeth	p2209
William Astor	p 465	Eugene Field	p2408
Caesar	p 502	Henry George	p2752
Phoebe Cary	p1225	Charles Gibson	p2804
Samuel Johnson	p3690	William I	p7767
Balboa	p 576	Lafayette	p3838
John Marshall	p4305	Admiral Nelson	p4872
Francis Parkman	p5382	Nightingale	p5026
Thomas Edison	p2108	Com. Peary	p5692
Napoleon	p 828	Benedict Arnold	p 419

All pupils read and report on at least one of these assignments each month, while the average is closer to one report a week. These reports must be written and passed in for correction and entry in the record. In addition, the pupil must hold himself in readiness to make an oral report on his assignment if called upon.

4. Reference Reading.

This type of reading required a special preparation on the part of the pupils. Since the purpose is to enable the pupil to look up material in encyclopedias and other reference books, definite instruction and training in the use of card catalogs and similar aids had to be given.

At first, we did not plan for any recitation period reading or study of books such as is customarily carried on in College Preparatory Classes. These Civic Arts pupils surprised us by asking for a "book" to read in class. We do not yet know what prompted this attitude and desire. Whatever the reason, our response was prompt. We first tried "Real Life Stories" and "Adventures in American Literature." These are books of short stories. The matter of classroom method was answered for us by the pupils themselves. They wished to take turns reading aloud as they had done in the Grammar Grades. The short stories were followed by "A Dutch Boy Fifty Years After" and Shakespeare's "As You Like It," by class request. The final book of the year, again by request, has for the past two years been "David Copperfield."

The boys and girls have not always pronounced all the words correctly, nor have they always found the exact shade of meaning, but they have read with evident joy and enthusiasm.

CIVICS AND TOWN PLANNING

Community Civics is a required Subject in the Freshman Year of practically all Massachusetts four-year high schools. 1/

The teaching of Civics is a legal requirement. 2/

The subject matter to be taught has been left to the authors of textbooks and to local authorities. The usual textbook in Civics presents studies in the governmental set-up of Federal, State and Local Governments, including eligibility, tenure, duties and powers of elective officers. A modification of this conventional Course was decided upon for the Freshman Year of our Civic Arts Curriculum. Several factors influenced us:

1. In preceding classes, slow pupils found the study of Federal and State Government uninteresting.
2. We felt that preparation for citizenship in the local community should be stressed.
3. We found a strong local sentiment favoring the introduction of a Course in Town Planning.

1/ Biennial Reports to State Department of Education, 1932-33.
2/ General Laws, Chapter 71, Section 1.

4. Payson Smith, Commissioner of Education in 1935, wrote "Town Planning for Schools provides for the carrying out of an interesting and well-developed project or activity in the field of citizenship. The use of the home community as a laboratory carries strong appeal as being pedagogically sound as well as educationally worthwhile." 1/

The Course which we developed contains two elements:

1. Town Planning.
2. Local Government.

1/ Payson Smith, Town Planning for Schools, New England Planning Association, 1935.

TOWN PLANNING FOR WALPOLE

A. Study of the Town.

1. The pupil should become thoroughly familiar with the town as it is to-day. He should study its commercial and industrial activities and note the provisions for transportation and communication.

   The pupil should read the history of the town and its people from colonial days down to the present; he shouls study old maps of the town.

   Census records will give a picture of the population growth.

   Good and bad features which have developed should be noted.

   The local Antiquarian Society and the Town Planning Board are excellent sources of reliable information.

2. Resources are of many kinds; water power, man power, skill of workers, transportation possibilities, educational facilities, availability of park lands.

3. The pupil should visit a "model village."

4. Zoning makes for residential, commercial and industrial segregation. The pupil should note what advantages and poor features are already visible.

5. The prevailing types of residential, commercial and industrial architecture make an interesting study. Newspapers and magazines show the latest developments.

B. Drawing the Map of the Plan.

1. Some familiarity with the elements of map-making is advisable. An interesting and elementary treatment of the subject is found in the Boy Scout Manual and is well worth reading. For those desiring a greater degree of accuracy, the United States Geological Survey Maps are helpful.

2. Equipment and mechanics of map-making. A simple mechanical drawing outfit is helpful. It should include a drawing-board and T-square, compasses and ruling-pen; dividers are desirable for stepping off distances. Water-proof black ink, pencil, crayon, water colors and poster-paints may be used. A scale of miles once decided upon must be adhered to throughout the project.

C. Suggestions.

1. Only when the pupil has made a fairly comprehensive study of the town as it is should he attempt to put into concrete form his ideas for its improvement. From his study of population trends, he will deduce the need for providing ample residential sections with water supply, sewage disposal, lighting, new schools and churches, playgrounds and recreation centers.

2. Too many ideas should not be worked out on one map as clearness may be lost.

3. Disregard for topography and other physical features does not constitute good planning.

4. Pupils may find it advisable to make several maps. On one may appear the town as it is to-day. on a second may appear proposed changes in highways, railways or aviation development.

5. It may be desirable at times to draw separate large scale maps embodying ideas such as those listed on the next page to accompany the original key-map.

a. Distribution and spread of population.
b. Natural drainage.
c. Public Health; water; sewage.
d. Parkways; ponds; gardens; arboretum; picnic grounds; athletic fields.
e. Schools.
f. Government buildings; activities.

D. Town Planning Projects.

1. Relief Maps.

A project in relief map making may be worked out by one pupil or by a group.

2. Street and Highway Skeleton Map.

This is the simplest and perhaps most effective form of Town Planning for school use.

3. Zoning Maps.

This is a very practical side of Town Planning. It involves the establishment of areas for residences, for industries and for stores; it involves the determining of proper width of streets for each of the above areas, and for the proper set-back of buildings from the street.

4. Park Systems.

Parks and recreation centers may be more necessary as time goes on. Chicago is a notable example of civic planning along that line.

5. Town Forests.

Scientific planning now will mean much to coming generations.

6. A Civic Center.

The grouping of necessary governmental buildings and the choice of an appropriate style of architecture may make an interesting project.

7. A study to ascertain conditions favorable for new industries.

8. Geographical or topographical limitations of the town.

9. Laying out available residential areas.

E. Suggestive Development of a Specific Project.

A TOWN FOREST

1. Study of Forestry as practiced in Germany. 80 years of experimentation.

2. Study of the work of Harvard University at its forest in Petersham, Massachusetts.

3. Mapping of the whole or sections of the town to show location of:

   a. Woodland owned by the Town.

   b. Woodland owned privately.

4. Study of trees to determine:
   a. Kinds of trees likely to do well in the existing soil.
   b. Effects on the soil of coniferous and deciduous trees.
   c. Suitable distribution of various kinds of trees over the available land.
5. Suggestions for progressive planting and care.

F. Planning in Local Government.

This involves a study of the duties and powers of town officials, rights of citizens, governmental activities, town finances, municipal ownership or operation of various utilities. Consideration of these in terms of improvement may open up to the pupils new fields for planning projects.

1. Elected Officials.
   a. Selectmen. Duties as Executives and as legislators.
   b. Treasurer and Tax Collector.
   c. Board of Assessors. Problems of the office.
   d. Town Clerk and Accountant.
   e. Planning Board.

f. Library Trustees.

g. School Committee.

h. Trust Fund Commissioners.

2. Appointed Officials.

a. Town Engineer. Duties and responsibilities.

b. Finance Committee. Value to the Town.

c. Town Counsel.

d. Inspectors.

3. Government and Departments.

a. Town Meeting.

b. Departments.

Police. Organization and duties.

Fire. Organization; equipment.

School. Buildings and equipment.

4. Recreational and Cultural Development.

a. Provision for organized cultural development.

b. Development of parks and playgrounds.

c. Athletic program.

5. Stores.

a. Prevailing type; location.

b. Influence of the Board of Trade.

6. Streets and Highways.

    a. Materials; equipment.

    b. Costs; snow removal; sidewalk construction.

7. Financing Local Government.

    a. Property tax; fixing the tax rate.

    b. Possible future sources of revenue.

    c. Town's share of County and State burdens.

8. Development of a Planning Scheme.

    a. Combining of duties and departments.
    Centralization or de-centralization.

    b. Drafting of business experts.

    c. Tax Reform.

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CHAPTER VIII

NEW COURSES

Social Problems for the Sophomore Year

Our planning called for the stressing of citizenship, in each of the four years of the Civic Arts Curriculum. For the Freshman Year, we prepared a Course in Civics and Town Planning. For the Sophomore Year, we prepared a Course in Social Problems. For the Junior Year, a Course in Elementary Economics, and for the Senior Year, a modification of the usual required Course in United States History.

The Course in Social Problems for the Sophomore Year was made up of seven units of work, or major problems. The material for these problems was taken from the textbooks which we had examined. While no one of the texts by itself seemed suited to our needs, each contained something which contributed to our plan. No textbook was placed in the hands of the pupils at first, but many reference books were made available to them.

Our plan called for no assignment of home work. All work and study was to be done in the regular

recitation period. The pupils at first kept notebooks, but later they were supplied with Workbooks.

Major Problem A

HOW HAS THE CHANGE FROM AGRARIANISM TO INDUSTRIALISM BROUGHT NEW PROBLEMS INTO AMERICAN LIFE ?

1. What has been the agricultural situation since the beginning of the 20th Century with regard to the demand for food and clothing ?
2. What caused the expansion in rural areas during the years 1914-1920 ?
3. What had been the tendency prior to 1914 ? How do you account for this tendency ?
4. How did life in rural communities change during the years 1914-1920 ?
5. When did the movement of people from rural to urban communities occur in greatest numbers ?
6. What problems arose from the massing of people in restricted areas ?
7. How did the widening of educational opportunities in industrial regions change the family unity which was usually found in rural regions ?

8. How has the increase of luxuries brought an increased problem of character development ?
9. How has the inability of certain individuals to adjust to the new ways of living led to increased cost of operating our social institutions ?

Additional Questions for Problem A

1. Have all city homes been supplied with running water ? Slum areas ?
2. Who is responsible for our having the housing problem ?
3. Why are slum areas being removed very slowly ?
4. The reasons for the rural to urban movement may be listed under what three general heads ?
5. Would you expect illiteracy to be greater in the country or in the city ?
6. How did the financial crash of 1929 affect the lives of rural people ?
7. Why is the government particularly interested in the building of homes to take the place of slum districts ?
8. What are the various ways in which slum areas cost a great deal of money ?

Scope of Content for Problem A

1. Life in an agrarian civilization.

   a. As carried on by communities.
   b. As carried on by individuals.

2. Changes in urban and rural population.

   a. Conditions prior to 1860.
   b. Conditions following 1860.
   c. Period of greatest movement.
   d. Situation at the present time.

3. Life in an industrial civilization.

   a. As carried on by communities.
   b. As carried on by individuals.

4. What have been the causes of alternate prosperity and decline in agricultural areas during the 20th Century?

   a. Situation prior to 1914.
   b. Growth of trade from 1914 to 1920.
   c. Decline, 1920 to 1929.
   d. Crash of 1929.
   e. Future outlook.

5. Problems encountered in mass living.

   a. In housing.
   b. In securing food and other necessities of life.
   c. In Education.
   d. In transportation.
   e. In the administration of government.

Activities for Problem A

1. Prepare a graph or chart showing the comparative growth of urban and rural population.
2. Select particular individuals, one from an agrarian and one from an industrial region and show how each would spend the twenty-four hours of a day.
3. Interview a farmer and ask him for his opinion as to why it is difficult to find a market for his products.
4. Draw a map showing the density of population throughout the United States. How do you account for such wide differences in the population densities of the various States?
5. Write a story dealing with the educational needs of an industrial civilization as compared with an agrarian civilization.

References for Problem A

Arnold	Cooperative Citizenship pp259-269
Brainard and Zeleny	Problems of Our Times Chapters III and IV
Capen and Melchior	My Worth to th World pp42-46
Edmonsonand Dondineau	Civics Through Problems pp407, 491, 494
Finney and Mills	Elementary Sociology pp107, 187, 315
Gavian and Gray	Our Changing Social Order Chapter XIV
Hill	Life and Work of a Citizen pp39-42, 95
Hughes	Building Citizenship pp51-54
Klein and Colvin	Economic Problems of Today pp373-381
Lapp and Weaver	The Citizen and His Government p271
Levis	Better Citizenship pp141-151, 359-364
Monroe	Social Civics pp363-364, 545
Shideler	Group Life and Social Problems pp279-285, 302
Towne	Social Problems pp250-251
World Almanac	pp250-251
United States Census	Census of 1930

Test for Problem A

The following statements are either true or false. Mark those true with a plus sign, and those that are false with a zero.

1. The demand for agricultural products was less in the early years of the 20th Century than it had been before.
2. Prices for farm products were high during the years 1914-1920.
3. During the years 1914-1920 many farming communities went heavily into debt in building new roads, schools and churches.
4. The demand for our food products in Europe has been less since 1900 with the exception of the period 1919-1920.
5. Before 1900 all the good agricultural land throughout the world was in use.
6. Brainard and Zeleny give eight main reasons for Europe's buying less of our agricultural products.
7. Because our diet changed in this country the domestic demand for certain foods was lessened.

8. In 1920, the farmers looked ahead to the future and saw that the demand for their goods was falling off and that they should plant less.
9. Before 1929, it was easier for a farmer to find work in the cities than at later dates.
10. Only a small percentage of homes in the United States fail to measure up to the minimum standards of health and decency.
11. The 1930 census shows that more than 50% of farm homes had water piped into the house.
12. The same census shows more than 60% of all farmhouses with electricity.
13. Slum areas in the United States are as bad as may be found in any part of the world.
14. In one of our large cities more than a million and a half people live in slum homes.
15. Crime rates are lower in areas of poor housing than in other parts of the city.
16. Suicide rates are higher in the slums than in other parts of a city.
17. In a very few years it is expected that all slum areas in this country will be rebuilt.
18. Though they may not be attractive, slum areas are a necessary part of any city.

This first unit of work, or Problem A, is typical of the seven units as regards approach to the subject, treatment, related activities or projects, reference materials and teaching. The question and answer method of classroom instruction has been used regularly. This method has led to class discussions which have enabled many pupils to achieve a measure of success.

It will be noted that the Tests are of the True-False type. The preparation of these Tests is a heavy load for the teacher, but the results obtained from their use is a truer index of the pupils' knowledge than are the results from questions requiring essay-type responses. The latter presuppose an ability to express thoughts readily on paper, an ability which many of these Civic Arts pupils do not have.

These Problem Outlines cover but a small portion of the subject-matter field and consequently give but a meager perspective. The testing procedure leaves something to be desired.

The bare outlines of the other six units or Problems follow.

Scope of Content for Problem B

1. Unemployment in the United States.

    a. In industrial regions.
    b. In agricultural regions.

2. Reasons for such widespread unemployment.

    a. Direct Causes.
        Scientific mechanical inventions.
        Scientific management of industry.
        Mergers in industry.
        Industrial unrest.

    b. Additional Causes.
        Seasonal employment.
        Business cycles.
        Tariffs and Trade Balances.

3. Proposed means for doing away with unemployment.

    a. Combined activity of Government and Industry.
        Effect upon efficiency.
        Effect upon morale.

    b. Control of production by Government.

4. Effect upon the masses of people.

    a. Increase in sickness.

    b. Living conditions.
        Loss of homes.
        Inadequate supply of the essentials of life.

Scope of Content for Problem C

1. History of Education in the United States.

   a. Early means of educating the youth.
   b. Subjects taught in the early days.
   c. Rise of the publicly supported school.

2. The agencies of Education.

   a. The home; the Church.
   b. The school.
   c. Newspapers; motion pictures; radio.
   d. Others.

3. Democratic Education.

   a. Years of schooling 20, 40 and 60 years ago.
   b. Years of schooling at the present time.
   c. Main purposes of education.
      Health.
      Mastery of fundamentals.
      Home life.
      Vocational training.
      Citizenship.
      Use of Leisure time.
      Character.

4. Enrollment in educational institutions.

   a. In elementary schools.
   b. In high schools.
   c. In colleges and universities.

5. Inequalities in education.

   a. Differences in length of school term; in preparation of teachers; in facilities.

   b. What attempts are being made to equalize opportunities?

6. Effects of the depression upon education.

   a. Closed schools; larger classes.
   b. Lack of facilities; elimination of some so-called frills.

Scope of Content for Problem D

1. Classes of Crime.

    a. General classification by groups.
    b. Felonies and misdemeanors.

2. Cost.

    a. In past history of the country.
    b. At the present time.
    c. Compare with European countries.
    d. Other than in terms of money.

3. Causes.

    a. Heredity; physical and mental.
    b. Education and training.
    c. Habits; occupations.
    d. Social and Economic conditions.
        Unemployment.
        City life.
        Low economic ideals.
        Gang politics; faulty criminal justice.
        Dishonest magistrates.
        The jury system.
        Racketeering.

4. Extent of Crime.

    a. What statistics are to be found?
    b. Increase or decrease in number?

5. Treatment of criminals.

    a. Compare past and present methods.

6. Forces to prevent Crime.

    a. Federal, State, Local.
    b. Combined efforts of these units.

Scope of Content for Problem E

1. Development of leisure.

    a. Surplus goods.
    b. Surplus labor.
        Improved machinery.
        Other improved methods.
    c. Reduction of working hours.
        Influence of unions.
        Increased production.
        Man's desire for free time.
    d. Decline of markets.
        Abroad, and at home.

2. Future indications.

    a. Shorter working day.
    b. More adequate living standards for the lower classes.
        Adequate food, shelter, clothing.
        Planned leisure.
        Opportunities for recreation.

Scope of Content for Problem F

1. Mortality rates.

    a. For specific diseases.
    b. Infant mortality.
    c. Influence of the depression.

2. Morbidity rates.

    a. Most common types; mental diseases.
    b. Effect on industrial workers.
    c. Influence of the depression.

3. Plans for the reduction of these rates.

    a. Extension of adequate medical service.
        Quacks and patent medicine.
    b. Conserving the vitality of older persons.
        Degenerative diseases.
    c. Birth to Death Public Health Service.
    d. Cooperative and Socialized Medicine.
        Compulsory health insurance.
        Voluntary payment; taxation.

4. Common communicable diseases.

    a. Childhood diseases.
    b. Those most common to adults.

5. National Health Agencies.

    a. Departments of Commerce and Agriculture.

6. State and City Health Agencies.

    a. Food inspection; enforcement of laws.

7. Private organizations.

    a. American Red Cross.
    b. American Child Health Association.
    c. National Tuberculosis Association.

Scope of Content for Problem G

1. Economic crisis in midst of plenty.

    a. Population as compared with other countries.
    b. Raw materials for manufacturing.
    c. Foodstuffs.
    d. Building materials.
    e. Natural resources.

2. Proof of existence of plenty.

    a. Destruction of agricultural surplusses.
        Cotton and pork.
    b. Grains unused in elevators.
    c. Building materials on hand.

3. Evidence of want.

    a. Unemployment; bread lines.
    b. Appeals for clothing.
    c. Inadequate housing facilities.
    d. Inadequate medical attention.

4. Waste of natural resources.

    a. Soil; washed and blown away.
    b. Forests; cut away or burned.
    c. Fuels; coal, gas, oil wasted.
    d. Water; how make use of it?

5. Setting up of conservation programs.

    a. One viewpoint.
        Conservation for future needs.
    b. Other viewpoint.
        Unconcern about future needs because of discovery of new ways of satisfying our present needs.

Economics for the Junior Year

Consistent with our idea of education for citizenship, we planned a Course in Elementary Economics for the Junior Year of our Civic Arts Curriculum. In the preparation of this Course we were guided by our experience with the group with which we had already had two years of experience. In 1934-35, this group had completed our Course in Civics and Town Planning. In 1935-36, the same group had completed our new Course in Social Problems. We had learned from these two years of work certain definite things which could now serve us as guide posts not only in compiling the content for the third year course but also in devising suitable classroom procedures. These things had impressed themselves upon us:

1. The spirit and attitude of the group were good.
2. The members of the group were willing to talk and to make oral reports on individual assignments.
3. As a group, they needed constant teacher-attention; they failed when unguided.

4. They reacted to treatment and to situations as did pupils two grades younger.

In the construction of the Course in Elementary Economics, we used the procedure which we had used in the preparation of the Course in Social Problems a year earlier. We consulted various textbooks and from them selected material for nine topics which we developed into nine units of work for the year.

First, we made a basic topical outline, and then elaborated each topic. To show our procedure and to give a general idea of the content and treatment, I am including here the basic outline, and the elaborated outline for one of the nine main topics, the sixth, which is entitled, "Finance and Insurance."

Basic Outline

1. Introduction.
2. Meaning of Economics.
3. Why Study Economics.
4. Production.

    a. Factors of production.
        Land and People
        Labor and Capital
        Management

b. Kinds of production.
   Commodity production
   Form production, or manufacture.
   Time production, or storage.
   Place production, or transportation.
   Possession production.

5. Communication.

   a. Post and Press.

   b. Telegraph and Cable.

   c. Telephone.

   d. Radio and Television.

6. Finance and Insurance.

   a. Money.

   b. Banking.

   c. Insurance.

   d. Financial Independence.

7. Investment and Speculation.

   a. Investment for Money Income.

   b. The Stock Exchange.

   c. Business Cycles, Trends, Fluctuations.

8. Services and Public Utilities.

9. Economic Aspects of Government.

   a. Revenue from taxation.
   b. Regulation of Trade and Industry.
   c. Assistance and Economic Planning.
   d. Economic Imperialism and Foreign Trade Policy.

Elaboration of Topic 6

"Finance and Insurance"

1. Money.

   a. Money Economy.

      Substances which have served as money.
      Qualities which money should possess.
      Precious metals especially adapted.

   b. Stability.

      Reasons for stability of gold prices.
      Use of Index Numbers.

   c. Kinds of money used in the United States.

      Standard money and Token money.
      Legal Tender.
      Why not cheap money?

   d. Bi-metallism.

      Gresham's Law.

2. Banking.

   a. Credit.

      Promises to pay.
      Need for institutions dealing in
          promises to pay.

   b. The business of a bank.

      Making money more active.
      Origin of the bank check.

   c. Kinds of banks in the United States.

   d. National Banking System.

      Federal Reserve System.
      Insurance of deposits.
      Balancing accounts.

3. Insurance.

   a. Origin of insurance.

   b. Three principal kinds of companies.

   c. Risks and frauds.

4. Financial Independence.

   a. Financial position of the social classes.

      Capitalists.
      Proletariat.
      Middle Class.

   b. Savings and Independence.

      Keeping within an Income.
      Wastefulness and false economy.
      Budgeting.
      Thrift and its reward.

Development of Topic 6

1. Terms to be defined.

a. Money	h. Price level	o. Depreciation
b. Legal Tender	i. Bank Note	p. Bi-metallism
c. Credit	j. Mortgage	q. Premium
d. Bank check	k. Insurance	r. Risk
e. Underwriting	l. Policy	s. Law of Averages
f. Indemnity	m. Beneficiary	t. Commercial paper
g. Budget	n. Proletariat	

2. Topics for Investigation.

a. Use made of Federal Land Banks.
b. Compare the American System of Banking with the English System.
c. History of Money in the United States.
d. Wampum as Money among the Indians.
e. Cattle as Money in the West.
f. Lloyd's Association.
g. Social Security Act of 1935.

3. Activities.

a. Prepare a Chart or Exhibit showing the kinds of money in the United States.
b. Make a Budget for an Income of $2,000.
c. Make a list of the habits which we should acquire in our everyday affairs if we wish to secure financial independence for our later years.

4. Class Projects.

Organize a Clearing House composed of four Banks as members, each Bank being represented by a member of the class.

Let the other pupils write checks on each of these four Banks.

Present the checks, and clear the accounts by balancing the claims of one Bank against the others.

CHAPTER IX

PROGRESS OF PUPILS THROUGH THE FOUR YEARS OF THE CIVIC ARTS CURRICULUM

The new Civic Arts Curriculum was made available for pupils entering High School in the Fall of 1934. Forty-seven boys and girls enrolled in it at that time. Their progress chronologically has been:

Freshmen	in 1934-35
Sophomores	in 1935-36
Juniors	in 1936-37
Seniors	in 1937-38

The pupils who entered upon the work in September 1934 are now Seniors about to graduate. We have been able to follow the progress of this group through a four-year period.

The composition of the original group of forty-seven was determined in large measure by the Principal and teachers of the Grammar School. The latter had been kept informed regarding the proposed Civic Arts Curriculum, had studied it, and because of their intimate knowledge of the abilities and achievement of the pupils of the Eighth Grade were in a position to counsel and guide them into suita-

ble fields of high school work. The parents of all pupils in the Eighth Grade were invited to attend an open meeting at which all the High School Curricula and the new Civic Arts Curriculum in particular were explained to them. The result was that forty-seven pupils of varying abilities elected the Civic Arts Curriculum. The starred names in Appendix C are those of the forty-seven in question. As will be noted, the Intelligence Quotients of the group ranged from a high of 105 to a low of 52. The Median for the group was 84. It will be noted also that of the forty-seven, 35 had Intelligence Quotients below 90; of these, 15 were below 80.

With few exceptions the group here enrolled represented the very type of pupils which we had had in mind as we prepared the Curriculum.

The Freshman Year

Required Subjects

English I
Civics and Town Planning

These two were described in Chapter VII

Commercial Arithmetic

This was taken with Commercial Course pupils.

Shop Mathematics

Boys took this with Practical Arts pupils.

Physical Training

All pupils of the Freshman Class took this in the same divisions

Elective Subjects

History I

This was already a modified Course and was taken in divisions with Practical and Household Arts pupils

Homemaking I

Taken with Household Arts pupils

Woodworking

Taken with Practical Arts pupils

Junior Business Training

Taken with Commercial pupils

Chorus Singing, and Freehand Drawing

Taken with whole Freshman Class

At the end of the Freshman Year, Subject failures in this group were as follows:

Commercial Arithmetic	7
Civics and Town Planning	7
History I	3
Home Making	1
Total	18

Five of the 47 pupils dropped out at the end of the Freshman Year. These five accounted for nine of the eighteen Subject failures, as follows:

4 of the 7 failures in Civics

3 of the 7 failures in Arithmetic

2 of the 3 failures in History.

The Intelligence Quotients of the five were below 80.

Sophomore Year

The Sophomore Year started with an enrollment of 42. During the year, one boy dropped out to go to work, leaving 41 at the close of the year. The boy who dropped out was not failing in any subjects.

Sophomore Year

Required Subjects

English II

Followed the plan described in Chapter VII

Social Problems

Described in Chapter VIII

Physical Training

All pupils of the Sophomore Class took this in the same divisions

Elective Subjects

Woodworking

Taken with Practical Arts pupils

Home Making

Taken with Household Arts pupils

Typewriting I

Taken in Commercial Classes

Bookkeeping I

Taken in Commercial Classes

History I or II

These were already modified Courses Taken with Practical and Household Arts pupils

Freehand Drawing

Taken with any Sophomore group

Chorus

Taken with whole Class

At the end of the Sophomore Year, Subject failures in this group were as follows:

Typewriting I

4 failures in a class of 72

Bookkeeping I

3 failures in a class of 72

Social Problems

3 failures in a class of 41

History II

1 failure in a class of 28

Junior Year

The Junior Year started with an enrollment of 41. During the year, this was increased to 43 through the transfer of two pupils to the Civic Arts group. They had not been doing passing work, but were able to finish the year in this Curriculum without Subject failures.

Required Subjects

English III

This followed the plan described in Chapter VII

Economics

Described in Chapter VIII

Elective Subjects

Home Making

Taken with Household Arts pupils

Woodworking

Taken with Practical Arts pupils

Typewriting I or II

Taken with Commercial groups

Stenography

Taken with Commercial groups

General Chemistry

Taken with Practical and Household Arts pupils

Freehand Drawing

Taken with any Junior division

Chorus

Taken with whole Junior Class

At the end of the Junior Year, Subject failures were as follows:

General Chemistry	2 in a class of 28
Stenography	1 in a class of 59
English III	1 in a class of 43

Senior Year

The 43 pupils who completed the Junior Year returned to school at the start of the Senior Year. To date (April 1938) none have dropped out and none have been added.

Required Subjects

English IV

Followed the plan described in Chapter VII

United States History

Taken with pupils of the Practical and Household Arts Classes. This was already a modified Course.

Elective Subjects

Home Making

Taken with Household Arts pupils

Woodworking

Taken with Practical Arts pupils

Typewriting I or II

Taken with Commercial Classes

Stenography

Taken with Commercial Classes

General Physics

Taken with pupils of the Practical and Household Arts Classes

Freehand Drawing

Taken with any Senior group

Chorus

Taken with the whole Senior Class

Final marks for the Senior Year are not available; consequently, the record for Subject failures is not available. (April 1938) Report Card ratings up to this point in the Senior Year tend to indicate that the number of Subject failures will be less than in any of the first three years.

This Chapter has traced briefly the progress of the first group to follow the Civic Arts Curriculum through the four high school years.

Three other groups have in the meantime taken work in this Curriculum:

1. Eighteen members of the present Junior Class are now completing their third year in this Curriculum.
2. Twenty-six members of the present Sophomore Class are now completing their second year.
3. Thirty-seven members of the present Freshman Class are now completing their first year.

It is interesting to note how closely this year's Freshman group resembles the Freshman group of four years ago in general mental ability. Using the same group intelligence test, the Terman Group Test of Mental Ability, we found the following figures for this year's group of Freshmen:

Highest Intelligence Quotient	117
Median Intelligence Quotient	93
Lowest Intelligence Quotient	72

The only pupils who have dropped out of these three groups have been three who moved out of town, one boy who joined the Navy, and one boy who went to a C. C. C. Camp. All the others have remained in school with no Subject failures.

CHAPTER X

EVALUATION OF OUTCOMES

The Civic Arts Curriculum has been in operation for a period of four years. The first group of pupils to pursue the Courses of this Curriculum are now Seniors about to graduate. As we have followed their progress through the four years, we have made note of the apparent advantages and strong points of the Curriculum as well as points of weakness. The most apparent are these:

Weaknesses.

1. We have not been able to find and supply the pupils with textbooks and workbooks which are wholly satisfactory. Most books are too difficult for the pupils enrolled in this Curriculum. Since they are too difficult as textbooks, they are also too difficult for satisfactory use as reference books.
2. We have not been able to provide adequate accommodations for these pupils. Many of them would have taken Woodworking from choice. We would have been glad to have them make use of an opportunity to work for a year or more at such manual

training. Our shop facilities could care for only twenty-four boys at a time, however, and there were always nearly that number legitimately enrolled in the Practical Arts Curriculum. These of course had first call on the facilities provided. Others expressed a desire to take Mechanical Drawing, Household Arts, and Typewriting. Many of them could not be accommodated for reasons similar to those given in the case of the Woodworking.

3. The relatively small number of pupils enrolled in the Civic Arts Curriculum has of itself been a disadvantage in some respects. Since the pupils have had great freedom of choice of Electives, it has happened that some of them have elected to take Commercial Arithmetic. There were not enough pupils making this choice to permit of our making a separate division for them in Commercial Arithmetic, with the result that they were obliged to take the Subject with a regular Commercial group. This Commercial group was made up of faster moving pupils; the Civic Arts pupils could not always maintain the pace set by those who had Standards to live up to.

4. The Course in United States History proved to be of too formal a nature. Even though it had already been modified to some extent to fit the abilities of pupils of the Practical and Household Arts Courses, it was still too difficult for pupils of the Civic Arts group.

Advantages.

1. This Curriculum in the main offered work which the group could do. The pupils were of approximately the same level of ability, or exhibited approximately the same willingness to work.
2. The pupils have been given a maximum of work of an academic nature. This has had the effect of making them feel that they were doing what the other boys and girls were doing. As a result, they have not felt that they were mis-fits.
3. The complete absence of "standards" as thought of when dealing with Preparatory and Commercial groups has worked to the marked advantage of these pupils. A high degree of latitude and liberty has been allowed. This has made necessary a constant checking on the part of the teachers.

4. The emphasis has been on Citizenship. The work has been largely informal.

Holding Power of the Civic Arts Curriculum

As noted in Chapter IX, forty-seven pupils enrolled as Freshmen in this Curriculum. Not counting pupils who later transferred to this Curriculum, the record of retention and of loss is as follows:

1934-35,	47 started the Freshman year.
1935-36,	42 started the Sophomore year.
1936-37,	41 started the Junior year.
1937-38,	41 started the Senior year.

The loss has been from 47 to 41. There is no proof that the 41 would not have remained in school in any case, but knowing the pupils concerned, we feel that stay in school has been very closely related to success in school. Thirty-seven of the forty-one pupils now in the Senior Year will receive Diplomas at the close of the present school year. The other four, because of Subject failures, have not secured sufficient "points" for graduation. Thirty-seven pupils have known the pleasure of success in school. We feel that they were correctly

placed in the Civic Arts Curriculum and that its offerings were, on the whole, adapted to their needs and abilities. We do not feel that they could have had equal success in the other Curricula offered by the School. We feel very strongly that the Civic Arts Curriculum has done much to prolong the stay in school of many of the pupils enrolled in it.

Observations.

I have referred to the absence of "standards" as they are usually understood. Another departure from standards was noted. Standard Achievement Tests proved to be practically useless with this group. Where a Test necessitated the exercise of common sense or when the answer was dependent upon the results of observation of everyday phenomena, these pupils did well. They did not do well on Tests calling for academic knowledge. These pupils had succeeded in class work where they were being constantly guided by the instructor, but to distinguish unaided the difference between two grammatical expressions, for example, proved too much for them. As a result, most of the tests had to be prepared by the teachers <u>on</u> the subject matter

recently discussed, and in the words and phraseology habitually employed by the teacher. Standard tests may be discontinued in all subjects except the simpler, strictly drill subjects.

Has the Curriculum Done What We Hoped It Would Do?

We planned the Curriculum so that it would be academic in nature with possibilities of manual and domestic work. This proved to be what the pupils desired. It satisfied their desire to be like the other boys and girls. To be able to face the world, as represented by their limited social world, and say, "Oh yes, I am taking Economics," meant much to them. The fact that the Economics had been greatly modified to meet their abilities was unknown to them, but the self-satisfaction and self-respect that came from it and from the other related Courses were of inestimable value.

Our aim from the first was to construct and offer a Curriculum which pupils "slow to learn"

could follow successfully. We desired to offer work which would be on the high school level and at the same time be so easy of accomplishment that boys and girls of limited ability and indifferent attitude could and would be able to do it with success and satisfaction. The progress of the pupils for four years has assured us that many of our original aims have been accomplished through the use of the Civic Arts Curriculum. The pupils have succeeded. They have earned passing grades; they have responded splendidly to teacher guidance; their daily attendance has been excellent; they have learned to talk with poise and self-confidence; they have become ardent supporters of student self-government. They are good school citizens.

APPENDICES

APPENDIX A

THE FIVE COURSES IN 1933-34
in Walpole

College Preparatory

First Year
Required
English I
Community Civics
Algebra I
Physical Training
Electives
Latin I
History I
Chorus

Second Year
Required
English II
French I
Plane Geometry
Physical Training
Electives
Latin II
History I or II
Chorus

Third Year
Required
English III
Algebra II
French II
Electives
Chemistry
Latin III
History II

Fourth Year
Required
English IV
United States History
French III
Electives
Physics
Latin IV
Trigonometry and
Solid Geometry

Commercial

First Year
Required
English I
Community Civics
Commercial Arithmetic
Business Training
Physical Training
Elective
Chorus

Second Year
Required
English II
Bookkeeping I
Commercial Geography
Typewriting I
Physical Training
Electives
French I
History I

Third Year
Required
English III
Typewriting II
Bookkeeping II
Stenography I
Electives
French II
History II

Fourth Year
Required
English IV
United States History
Stenography II
Electives
French III
Economics

APPENDIX A, continued

Manual Training

First Year
Required
English I
Community Civics
Shop Mathematics I
Mechanical Drawing
Woodworking
Physical Training
Elective
Chorus

Second Year
Required
English II
Shop Mathematics II
Mechanical Drawing
Shopwork
Physical Training
Electives
Biology
French I or History I

Third Year
Required
English III
Chemistry
Mechanical Drawing
Shopwork
Electives
French I or II
History II

Fourth Year
Required
English IV
United States History
Physics
Shopwork
Mechanical Drawing
Elective
Economics

Household Arts

First Year
Required
English I
Community Civics
Commercial Arithmetic
Foods-Clothing I
Art
Physical Training
Elective
Chorus

Second Year
Required
English II
Biology
Foods-Clothing II
Art
Physical Training
Electives
French I
History I

Third Year
Required
English III
Chemistry
Home Management
Electives
French I or II
History II

Fourth Year
Required
English IV
United States History
Home Management
Electives
French II or III

APPENDIX, A, continued

General Course

First Year
Required
English I
Community Civics
Mathematics
Physical Training
Electives
Any subjects offered in other curricula if program can be arranged

Second Year
Required
English II
Physical Training
Electives
Any subjects offered in other curricula if program can be arranged

Third Year
Required
English III
Electives
Any subjects offered in other curricula if program can be arranged

Fourth Year
Required
English IV
United States History
Electives
Any subjects offered in other curricula if program can be arranged

APPENDIX B

TOWNS IN WHICH PROFITABLE INTERVIEWS WERE HELD

Middleboro

North Andover

Gloucester

Lynn

APPENDIX C

Ages, Mental Ages and Intelligence Quotients of 120 pupils of Grade Eight in 1934, with ratings in Achievement and probable Success in High School.

Pupil	Actual Age	Mental Age	I.Q.	Achievement in Grade 8	Probable success in Grade 9
1.	10-11	16-0	146	A	A
2.	12-7	15-11	126	A	B
3.	12-11	16-0	124	C	B
4.	12-6	15-4	122	C	C
5.	12-2	14-7	120	B	B
6.	12-7	15-3	120	B	B
7.	13-3	15-8	118	B	C
8.	12-2	14-3	117	B	B
9.	13-1	15-8	114	B	B
10.	13-6	15-2	112	B	C
11.	12-2	13-7	112	B	B
12.	13-7	15-1	111	B	B
13.	12-5	13-9	111	B	C
14.	12-9	14-2	111	C	C
15.	13-7	14-11	110	A	B
16.	13-4	14-8	110	C	C
17.	12-9	13-11	109	B	B
18.	13-5	14-7	108	B	B
19.	12-9	13-10	108	D	C
20.	14-2	15-4	108	C	C
21.	13-1	14-1	107	C	C
22.	13-7	14-6	107	B	B
23.	13-7	14-7	107	C	C
24.	13-5	14-4	107	B	B
25.	13-2	14-2	107	B	C
26.	12-0	12-11	107	B	B
27.	13-10	14-9	106	C	C
28.	13-10	14-8	106	B	B
29.	13-9	14-7	106	B	B
30.	12-11	13-8	106	C	D

APPENDIX C, continued

Pupil	Actual Age	Mental Age	I.Q.	Achievement in Grade 8	Probable success in Grade 9
31.	13-6	14-2	105	C	C
32.	14-1	14-9	105	C	C
33.	14-9	15-7	105	C	C
34.	13-3	14-0	105	D	D *
35.	13-0	13-6	104	C	C
36.	13-7	14-1	104	B	B
37.	13-5	14-0	104	C	C
38.	14-5	14-11	103	B	B
39.	13-2	13-4	102	C	C *
40.	13-1	13-4	102	C	C
41.	13-9	13-11	101	B	B
42.	13-5	13-8	101	C	C *
43.	13-6	13-9	101	C	C *
44.	13-11	14-0	100	A	B
45.	13-3	13-5	100	D	D
46.	13-3	13-3	100	B	B
47.	14-0	14-0	100	D	D
48.	12-10	12-10	100	C	C
49.	12-5	12-4	100	B	B
50.	13-2	13-0	100	C	C
51.	13-3	13-1	100	B	C
52.	13-4	13-1	98	C	D
53.	13-6	13-2	98	C	C
54.	13-7	13-4	98	C	C
55.	12-7	12-3	98	C	D
56.	13-8	13-5	98	C	C
57.	13-10	13-7	98	C	C
58.	14-2	13-9	97	B	B
59.	12-6	12-2	96	C	C *
60.	13-11	13-4	96	B	C

Note: Asterisks in Appendix C indicate Eighth Grade pupils who elected the Civic Arts Curriculum for the year 1934-1935.

APPENDIX C, continued

Pupil	Actual Age	Mental Age	I.Q.	Achievement in Grade 8	Probable success in Grade 9
61.	13-2	12-8	96	C	C *
62.	13-7	12-11	96	B	B
63.	14-0	13-5	96	C	C
64.	13-5	12-9	95	D	D
65.	13-6	12-10	95	C	C *
66.	14-2	13-5	95	C	C
67.	14-5	13-6	94	A	B
68.	13-2	12-5	94	D	D *
69.	13-2	12-1	92	C	D
70.	13-11	12-9	92	D	D *
71.	13-9	12-6	91	D	D
72.	14-2	12-10	91	C	D *
73.	13-11	12-9	91	D	D *
74.	14-2	12-9	90	C	D
75.	13-10	12-5	90	C	C *
76.	13-7	12-2	90	C	C
77.	14-5	12-11	90	C	C
78.	13-8	12-2	89	C	C
79.	13-5	12-0	89	C	C
80.	13-4	11-11	89	C	C *
81.	14-0	12-5	88	D	D *
82.	13-2	11-8	88	D	D *
83.	14-0	12-4	88	D	D *
84.	14-2	12-4	87	C	D *
85.	13-5	11-8	87	B	B
86.	14-5	12-6	87	C	C
87.	14-5	12-5	86	C	D *
88.	14-6	12-5	86	C	D *
89.	13-4	11-3	84	C	C
90.	13-10	11-8	84	D	D *

APPENDIX C, continued

Pupil	Actual Age	Mental Age	I.Q.	Achievement in Grade 8	Probable success in Grade 9
91.	15-6	13-1	84	D	D *
92.	13-9	11-7	84	D	D *
93.	13-0	11-9	84	C	C
94.	14-9	12-4	84	D	D *
95.	13-4	11-2	84	D	D *
96.	15-8	12-8	81	C	D *
97.	14-8	11-10	81	C	C *
98.	13-2	10-7	80	D	D *
99.	14-9	11-9	80	C	C *
100.	13-2	10-6	80	C	C
101.	13-3	10-7	80	D	D *
102.	14-6	11-7	80	D	D *
103.	14-2	11-3	80	D	D *
104.	13-4	10-7	80	C	D *
105.	13-5	10-7	79	C	C
106.	14-6	11-5	79	C	D *
107.	14-6	11-5	79	D	D *
108.	13-0	11-3	78	D	D *
109.	15-4	11-11	78	D	D *
110.	15-5	11-11	77	C	D *
111.	13-3	10-3	77	D	D *
112.	13-10	10-7	76	D	D *
113.	14-4	10-10	76	D	D *
114.	14-1	10-7	75	C	D *
115.	13-10	10-4	75	D	D *
116.	14-7	11-0	75	C	D *
117.	16-0	11-5	71	C	D *
118.	14-0	9-2	66	D	D *
119.	15-7	10-2	65	D	D *
120.	16-2	8-4	52	E	E *

APPENDIX D

Textbooks Submitted by Publishers in 1934

History

What Europe Gave to America Coulomb, McKinley, White	Scribners
World History Hayes, Moore, Wayland	Macmillan
The Nation's History Leonard, Jacobs	Holt
A History of the United States Thwaites, Kendall	Houghton
Socialized History of the United States Vannest, Smith	Scribners
Builders of Our Nation Smallidge, Paxson	Houghton
The Making of Our United States Hughes	Allyn
Early America Woodburn, Hill	Longmans
Social Science (3 Vol.) Rugg	Ginn

Mathematics

First Course in the New Mathematics Edgerton, Carpenter	Allyn
Higher Arithmetic Stone, Mallory	Sanborn
Minimum Essentials of Mathematics Werrenmeyer, Lake	Silver

Reading

Reading and Living (2 Vol.) Hill, Lyman	Scribners

Health

Human Health Thackston, Thackston	Holt

Science

Our Environment (3 Vol.) Carpenter, Wood	Allyn
Living in a World of Science Meister	Scribners
The Living World Mank	Sanborn
Biology and Human Welfare Peabody, Hunt	Macmillan
Exploring the World of Science Lake, Harley, Welton	Silver

Vocations

Beyond the School Rexford, Smith	Holt
Choosing An Occupation Zeigler, Jaquette	Winston
Vocations Proctor	Houghton
Planning Your Future Myers, Little	McGraw

Sociology

Civic Sociology Ross	World
Basal Social Science Snedden, Snedden	Scribners
Principles of Social Science Williamson, Wesley	Heath
Our Social World Wallis	McGraw
Group Life and Social Problems Shideler	Holt

English

Purposive Writing and Speaking Wallace, O'neill	Longmans
High School Exercises in Grammar Frank	Longmans
English for Immediate Use Law	Scribners
Junior English in Action, Book 3 Tressler	Heath

English, continued

High School English, Book 1 Canby, Opdycke	Macmillan
Composition and Literature Musgrove	Longmans
Elements of High School English Frank	Longmans
Elements of English Composition Center, Holmes	Allyn

Civics

The American Community Woodburn, Moran	Longmans
Economic Citizenship Lepp, Ross	Heath
The Good Citizen Hepner	Houghton
Essentials of Loyal Citizenship Reed	World
Economic Citizenship Soper	Macmillan
Our Community Life King, Barnard	Winston
Building Citizenship Hughes	Allyn

Workbooks

Workbook in Citizenship Hughes	Allyn
Civics of Today Seaver	Sanborn
Workbook in Problems of Democracy Wesley, Stimett	Heath
Workbook in Vocations Proctor, Wrenn	Houghton
Workbook in Problems of Democracy Ammarell	McKinley
Students' Record Leonard, Jacobs	Holt
Laboratory Textbook in Civics Hepner	Houghton

APPENDIX E

(see text, p 53)

Outside Reading Assignments for the Months

October

John Adams	p 24	George Bancroft	p 507
Cervantes	p1291	Coleridge	p1535
President Hayes	p3093	Helen Jackson	p3604
John Keats	p3750	Jenny Lind	p4025
William Penn	p5460	Theodore Roosevelt	p6185
Columbus	p1574	Burgoyne	p1025
Cornwallis	p6082	John Brown	p 978
Robert Bruce	p 982	Lincoln	p4009
Demosthenes	p1890	Martin Luther	p4158

November

Louisa Alcott	p 194	William Bryant	P 988
Andrew Carnegie	p1202	Samuel Clemens	p1464
Van Dyke	p7460	George Eliot	p2208
James Garfield	p2689	Warren Harding	p3040
Joaquin Miller	p4487	Franklin Pierce	p5605
Vasco da Gama	p2672	Gunpowder Plot	p2988
Suez Canal	p6904	30 Years War	p7150

December

Jane Austen	p 506	Clara Barton	p 632
Beethoven	p 686	Eli Whitney	p7754
Thomas Carlyle	p1200	William Garrison	p2695
William Gladstone	p2829	Joel Harris	p3052
James Whittier	p7755	Paul Revere	p6069
Robert Burns	p1034	Daniel Webster	p7696

January

Boston Tea Party	p6073	Benjamin Franklin	p2594
Monroe Doctrine	p4608	Locomotives	p4076
Henry Longfellow	p4101	Woodrow Wilson	p7786
Henry Clay	p1459	Steamships	p6562
Robert E. Lee	p3918	Edgar A. Poe	p5678
Radio	p5935	Ben Johnson	p3696
Aircraft	p 112	Ethan Allen	p 224

These are references to World Book Encyclopedia

APPENDIX E, continued

February

George Washington	p7644	Elizabeth Browning	p 979
Elihu Root	p6198	James Lowell	p4139
David Garrick	p2695	Charles Dickens	p1936
Sydney Lanier	p3871	Victor Hugo	p3277
Jules Verne	p7503	Charles Lindbergh	p4025
Thomas Jefferson	p3646	Victoria Cross	p2387
John Pershing	p5494	Disraeli	p1965

March

Rosa Bonheur	p 836	Alexander Bell	p 703
William Bryan	p 986	Luther Burbank	p1024
Jacob Straus	p6875	Andrew Jackson	p3597
Amundsen	p4285	Michelangelo	p4453
Robert Fulton	p2634	St. Gaudens	p6306
David Livingstone	p4061	Knighthood	p1404
John Paul Jones	p3695	Westinghouse	p7714
William D. Howells	p3267	Wright Brothers	p7896

April

Hans Anderson	p 275	James Buchanan	p 989
Oliver Cromwell	p1752	Henry Fielding	p2411
Alice Cary	p1224	Goethals	p2852
Herbert Hoover	p3230	Horace Mann	p4267
U. S. Mint	p4525	John Burroughs	p1038
S.S. Titanic	p7184	Charles Lamb	p3846
Abigail Adams	p 28	William Prescott	p5801

May

Balzac	p 591	Agassiz	p 85
Dante	p1821	Ralph Emerson	p2221
Jacob Riis	p6127	Queen Victoria	p7518
Walt Whitman	p7753	William Tell	p7089
Marconi	p4287	Empire Day	p2229
Grenfell	p2963	Fort Ticonderoga	p6082
Admiral Dewey	p1926	Light Houses	p3998

These are references to World Book Encyclopedia

APPENDIX F

Civic Arts Curriculum for 1938-1939

First Year

Required
- English I
- Civics
- Physical Training

Electives
- Arithmetic
- Woodworking I
- Home Making I
- Jr. Business Training
- Science of Everyday Life
- History I
- Freehand Drawing
- Chorus

Second Year

Required
- English II
- Social Problems
- Physical Training

Electives
- Woodworking II
- Home Making II
- Typewriting I
- History I or II
- Freehand Drawing
- Chorus

Third Year

Required
- English III
- Economics

Electives
- Home Making III
- Typewriting I or II
- General Chemistry
- Freehand Drawing
- Chorus

Fourth Year

Required
- English IV
- United States History

Electives
- Home Making IV
- Typewriting I or II
- General Physics
- Freehand Drawing
- Chorus

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Books

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Davis, Calvin O. Our Evolving High School Curriculum. New York: World Book Company, 1927. ix-301pp.

Department of Superintendence. Fourth Yearbook, The Nation at Work on the Public School Curriculum. Washington: N.E.A., 1926. 520pp.

Gates, Arthur I. The Improvement of Reading. New York: The Macmillan Company, 1935.

Lincoln, E.A. and Workman, L.L. Testing and the Uses of Test Results. New York: The Macmillan Company, 1935. xi-317pp.

McGaughy, J.R. An Evaluation of the Elementary School. New York: The Bobbs-Merrill Company, 1937. viii-421pp.

Norton, J.K. and Norton, M.A. Foundations of Curriculum Building. Boston: Ginn and Company, 1936. x-599pp.

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Curriculum Making: Past and Present. Twenty-Sixth Year Book of the National Society for the Study of Education, Part I. Bloomington: Public School Publishing Company, 1926. xiv-475pp.

Foundations of Curriculum Making. Twenty-Sixth Year Book of the National Society for the Study of Education, Part II. Bloomington: Public School Publishing Company, 1926. xi-212pp.

National Survey of Secondary Education. Bulletin, 1932, No. 17.

English	Monograph No. 20
Individual Differences	Monograph NO. 13
Mathematics	Monograph No. 23
Program of Studies	Monograph No. 19
Reorganization	Monograph No. 5
Social Studies	Monograph No. 21

Seyfert, Warren C. School Size and School Efficiency. Harvard Bulletin in Education, No. 19. Cambridge, Mass., Harvard University Press, 1937. xiv-316pp.

Stouffer, S.M. Cooperative Curriculum Revision. Report of Superintendent of Schools. Wilmington, Del. Star Publishing Company, 1935. 178pp.

The New in Education. A Report to the Annual Meeting of the Massachusetts High School Principals' Association. January 13, 1934.

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Monographs and Magazines

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Butterfield, Ernest W. The Butterfield Lectures. Boston University, 1934.

Editorial. "Core-Curriculum for Retarded Pupils." School Review. January 1937. 45:10-11.

Hatfield, W. Wilbur. "An Experience Curriculum in English." English Monograph, No. 4. National Council of Teachers of English. New York: D. Appleton-Century Company, 1935. xx-323pp.

Notes on the Bibliography

1. All the Books, Bulletins, Monographs and Magazine Articles listed on the three preceding pages were given at least a superficial reading.
2. The Books helped to furnish a background for Curriculum construction, but were of little help in the solution of our immediate problem.
3. Classroom methods were influenced by:

    a. Cooperative Curriculum Revision. Stouffer.
    b. The Butterfield Lectures. Butterfield.
    c. The Improvement of Reading. Gates.
    d. The Improvement of the Assignment. Yoakam.

4. In the preparation of this Thesis, the following were helpful and have been quoted, with the necessary citations:

    a. Curriculum Making-Past and Present, Part I. 26th Year Book, National Society for the Study of Education.
    b. Foundations of Curriculum Making. Part II. 26th Year Book, National Society for the Study of Education.
    c. An Experience Curriculum in English. National Council of Teachers of English.
    d. The Butterfield Lectures. Butterfield.
    e. National Survey of Secondary Schools.
    f. Creating a Curriculum for Adolescent Youth. Research Bulletin of the N.E.A.
    g. Our Evolving High School Curriculum. Davis.

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